



During the high school years, reading, writing, and speaking overlap as students deepen their study of language and literature and gain skills that help them in other subjects, such as science and history. Students intensify their study of vocabulary by interpreting what words imply and applying their knowledge of roots from Greek and Latin to draw inferences about meaning. Students analyze and evaluate a wide variety of American, English, and world nonfiction and literary texts. They study the important works and authors, poets, and playwrights of various historical periods and critique their works. High school students become good researchers and write or deliver increasingly sophisticated research reports and multimedia presentations. The ability to develop an idea and express it persuasively helps students create strong oral and written skills that they can use in college and the workplace.

Standard 1

READING: Word Recognition, Fluency, and Vocabulary Development

Students apply their knowledge of word origins (words from other languages or from history or literature) to determine the meaning of new words encountered in reading and use those words accurately.

Vocabulary and Concept Development

10.1.1 Understand technical vocabulary in subject area reading.

Example: While using a word-processing program on the computer, learn new terms and special meanings for words from the manual and online help feature: *control, enter, insert, format, font, template, page break, file, and folder.*

10.1.2 Distinguish between what words mean literally and what they imply, and interpret what words imply.

Example: Understand descriptive phrases when reading, such as *A man's feet must be planted in his country, but his eyes should survey the world* (George Santayana) or *We must be the change we wish to see in the world* (Gandhi).

10.1.3 Use the knowledge of mythology (Greek, Roman, and other mythologies) to understand the origin and meaning of new words (*Wednesday/Odin, Thursday/Thor*).

Example: Use the myth of Narcissus and Echo to understand the word *narcissistic*. Use the myth of Procrustus to understand the word *procrustean*.

10.1.4 Identify and use the literal and figurative meanings of words and understand origins of words.



READING: Comprehension and Analysis of Nonfiction and Informational Text

Students read and understand grade-level-appropriate material. The selections in the **Indiana Reading List** (www.doe.state.in.us/standards/readinglist.html) illustrate the quality and complexity of the materials to be read by students. At Grade 10, in addition to regular classroom reading, students read a wide variety of nonfiction, such as biographies, autobiographies, books in many different subject areas, essays, speeches, magazines, newspapers, reference materials, technical documents, and online information.

Structural Features of Informational and Technical Materials

- 10.2.1 Analyze the structure and format of various informational documents and explain how authors use the features to achieve their purposes.
- Example:** Analyze an advertisement that has been made to look like the informational newspaper or magazine text around it. Explain why the advertisement would be designed this way and evaluate its effectiveness.

Analysis of Grade-Level-Appropriate Nonfiction and Informational Text

- 10.2.2 Extend — through original analysis, evaluation, and elaboration — ideas presented in primary or secondary sources.
- Example:** Read first-hand accounts and newspaper accounts of an historical event, such as the sinking of the Titanic, and compare them to more recent texts about the event.
- 10.2.3 Demonstrate use of sophisticated technology by following technical directions.
- Example:** Follow the directions to use a spreadsheet or database program on the computer. Follow the directions to download informational text files or articles from a Web site.
- 10.2.5 Make reasonable statements and draw conclusions about a text, supporting them with accurate examples.

Expository (Informational) Critique

- 10.2.4 Evaluate an author’s argument or defense of a claim by examining the relationship between generalizations and evidence, the comprehensiveness of evidence, and the way in which the author’s intent affects the structure and tone of the text.
- Example:** Evaluate science articles by judging the references, the author’s presentation of facts and opinions, and the date of publication. Evaluate different arguments on a legal issue, such as the legal age for getting a driver’s license.



Standard 3

READING: Comprehension and Analysis of Literary Text

Students read and respond to grade-level-appropriate historically or culturally significant works of literature, such as the selections in the **Indiana Reading List** (www.doe.state.in.us/standards/readinglist.html), which illustrate the quality and complexity of the materials to be read by students. At Grade 10, students read a wide variety of literature, such as classic and contemporary literature, historical fiction, fantasy, science fiction, folklore, mythology, poetry, short stories, dramas, and other genres.

Structural Features of Literature

- 10.3.1 Analyze the purposes and the characteristics of different forms of dramatic literature (including comedy, tragedy, and dramatic monologue).

Example: Analyze the features of plays, such as *I Never Sang for My Father* by Robert Anderson, *Arsenic and Old Lace* by Joseph Kesselring, *A Piano Lesson* by August Wilson, or *The Buck Private* by Luis Valdez.

- 10.3.2 Compare and contrast the presentation of a similar theme or topic across genres (different types of writing) to explain how each genre shapes the author's presentation of the theme or topic.

Example: Compare three different reactions to Lincoln's death: Walt Whitman's poem "O Captain! My Captain!" Frederick Douglass' eulogy, and the report of Lincoln's death from *The New York Times* on April 12, 1865. Analyze the differences among the genres and how the form impacts the reader's perception of the event.

Analysis of Grade-Level-Appropriate Literary Text

- 10.3.3 Evaluate interactions between characters in a literary text and explain the way those interactions affect the plot.

Example: Compare the development of the characters as they are represented in *Merlin: The Coming of Arthur* by Sir Thomas Malory, retold in a collection by David Day and *The Acts of King Arthur and His Noble Knights* by John Steinbeck.

- 10.3.4 Analyze characters' traits by what the characters say about themselves in narration, dialogue, and soliloquy (when they speak out loud to themselves).

Example: Read works, such as "I'm Nobody! Who Are You?" by Emily Dickinson or *In Search of Our Mothers' Gardens* by Alice Walker, and analyze the characters, citing specific examples from the text to develop this description.

- 10.3.5 Compare works that express a universal theme and provide evidence to support the views expressed in each work.

Example: Analyze and compare selections that deal with the theme of independence developed in *The House on Mango Street* by Sandra Cisneros and *The Childhood Story of Christy Brown* (based on the film *My Left Foot*) by Christy Brown.

- 10.3.6 Evaluate an author's development of time and sequence, including the use of complex literary devices, such as foreshadowing (providing clues to future events) or flashbacks (interrupting the sequence of events to include information about an event that happened in the past).

Example: Discuss how the games the boys play in school foreshadowed the coming of the war in *A Separate Peace* by John Knowles.



- 10.3.7 Evaluate the significance of various literary devices, including figurative language, imagery, allegory (the use of fictional figures and actions to express truths about human experiences), and symbolism (the use of a symbol to represent an idea or theme), and explain their appeal.

Example: Evaluate the imagery in poetry, such as “I Wandered Lonely as a Cloud” by William Wordsworth and “Shall I Compare Thee to a Summer’s Day?” by William Shakespeare.

- 10.3.8 Interpret and evaluate the impact of ambiguities, subtleties, contradictions, ironies, and inconsistencies in a text.

Example: Read selections from short stories by Franz Kafka and evaluate the manner in which ambiguity and allegory function.

- 10.3.9 Explain how voice and the choice of a narrator affect characterization and the tone, plot, and credibility of a text.

Example: Read *Darkness at Noon* by Harold Krents and discuss the impact of the narration as the story unfolds.

- 10.3.10 Identify and describe the function of dialogue, soliloquies, asides, character foils, and stage designs in dramatic literature.

- Dialogue: a conversation between two characters
- Soliloquies: long speeches in which characters, on stage alone, reveal inner thoughts aloud
- Asides: words spoken by characters directly to the audience
- Character foils: characters who are used as contrasts to another character
- Stage designs: directions and drawings for the setting of a play

Example: Evaluate the function of different dramatic devices in Shakespeare’s *The Tragedy of Julius Caesar*.

- 10.3.13 Explain how voice, persona, and the choice of speaker (narrator) affect the mood, tone, and meaning of text.

Literary Criticism

- 10.3.11 Evaluate the aesthetic qualities of style, including the impact of diction and figurative language on tone, mood, and theme.

Example: Read *Jurassic Park* by Michael Crichton or *The Perfect Storm* by Sebastien Junger and evaluate the way the author’s style and descriptions help create a mood of tragedy and suspense.

- 10.3.12 Analyze the way in which a work of literature is related to the themes and issues of its historical period.

Example: Read a book such as *Hornblower During the Crisis* by C. S. Forester and tell how the author uses the story to convey larger themes about a period of transition in British history.



Standard 4

WRITING: Processes and Features

Students discuss ideas for writing with other writers. They write coherent and focused essays that show a well-defined point of view and tightly reasoned argument. Students progress through the stages of the writing process (prewriting, writing, editing, and revising).

Organization and Focus

- 10.4.1 Discuss ideas for writing with classmates, teachers, and other writers and develop drafts alone and collaboratively.
- 10.4.2 Establish a coherent thesis that conveys a clear perspective on the subject and maintain a consistent tone and focus throughout the piece of writing.
- 10.4.3 Use precise language, action verbs, sensory details, appropriate modifiers, and the active (*I will always remember my first trip to the city*) rather than the passive voice (*My first trip to the city will always be remembered*).
- 10.4.13 Establish coherence within and among paragraphs through effective transitions, parallel structures, and similar writing techniques.

Research Process and Technology

- 10.4.4 Use clear research questions and suitable research methods, including texts, electronic resources, and personal interviews, to compile and present evidence from primary and secondary print or Internet sources.
- 10.4.5 Develop main ideas within the body of the composition through supporting evidence, such as scenarios, commonly held beliefs, hypotheses, and definitions.
- 10.4.6 Synthesize information from multiple sources. Identify complexities and inconsistencies in the information and the different perspectives found in each medium, including almanacs, microfiche, news sources, in-depth field studies, speeches, journals, technical documents, and Internet sources.
- 10.4.7 Integrate quotations and citations into a written text while maintaining the flow of ideas.
- 10.4.8 Use appropriate conventions for documentation in text, notes, and bibliographies following the formats in different style manuals.
- 10.4.9 Use a computer to design and publish documents by using advanced publishing software and graphic programs.

Evaluation and Revision

- 10.4.10 Review, evaluate, revise, edit, and proofread writing using an editing checklist.
- 10.4.11 Apply criteria developed by self and others to evaluate the mechanics and content of writing.
- 10.4.12 Provide constructive criticism to other writers with suggestions for improving organization, tone, style, clarity, and focus; edit and revise in response to peer reviews of own work.



WRITING: Applications

(Different Types of Writing and Their Characteristics)

At Grade 10, students combine the rhetorical strategies of narration, exposition, persuasion, and description in texts (research reports of 1,000 to 1,500 words or more). Students compose business letters. Student writing demonstrates a command of Standard English and the research, organizational, and drafting strategies outlined in Standard 4 — Writing Processes and Features. Writing demonstrates an awareness of the audience (intended reader) and purpose for writing.

In addition to producing the different writing forms introduced in earlier grades, Grade 10 students use the writing strategies outlined in Standard 4 — Writing Processes and Features to:

10.5.1 Write biographical or autobiographical narratives or short stories that:

- describe a sequence of events and communicate the significance of the events to the audience.
- locate scenes and incidents in specific places.
- describe with specific details the sights, sounds, and smells of a scene and the specific actions, movements, gestures, and feelings of the characters; in the case of short stories or autobiographical narratives, use interior monologue (what the character says silently to self) to show the character's feelings.
- pace the presentation of actions to accommodate changes in time and mood.

Example: After reading an example of an autobiography, such as Helen Keller's *Story of My Life*, use the structure of the autobiography to compose an autobiography of your own.

10.5.2 Write responses to literature that:

- demonstrate a comprehensive grasp of the significant ideas of literary works.
- support statements with evidence from the text.
- demonstrate awareness of the author's style and an appreciation of the effects created.
- identify and assess the impact of ambiguities, nuances, and complexities within the text.
- extend writing by changing mood, plot, characterization, or voice.

Example: After reading a short story, such as "The No-Guitar Blues" by Gary Soto, "The Lottery" by Shirley Jackson, or "The Metamorphosis" by Franz Kafka, write responses that address each of the bulleted points..

10.5.3 Write expository compositions, including analytical essays, summaries, descriptive pieces, or literary analyses that:

- gather evidence in support of a thesis (position on the topic), including information on all relevant perspectives.
- communicate information and ideas from primary and secondary sources accurately and coherently.
- make distinctions between the relative value and significance of specific data, facts, and ideas.
- use a variety of reference sources, including word, pictorial, audio, and Internet sources to locate information in support of a topic.
- include visual aids by using technology to organize and record information on charts, maps, and graphs.
- anticipate and address readers' potential misunderstandings, biases, and expectations.
- use technical terms and notations correctly.

Example: On self-selected appropriate topics, keep an academic log that lists essential student-generated questions on the topic, information in response to each question from a variety of sources including word, pictorial, audio, and Internet resources complete with accurate citations. When each question has been researched, summarize in your own words how you would synthesize the information in order to arrive at an overall thesis on the topic. Write an essay on the thesis.



10.5.4 Write persuasive compositions that:

- organize ideas and appeals in a sustained and effective fashion with the strongest emotional appeal first and the least powerful one last.
- use specific rhetorical (communication) devices to support assertions, such as appealing to logic through reasoning; appealing to emotion or ethical belief; or relating a personal anecdote, case study, or analogy.
- clarify and defend positions with precise and relevant evidence, including facts, expert opinions, quotations, expressions of commonly accepted beliefs, and logical reasoning.
- address readers' concerns, counterclaims, biases, and expectations.

Example: Write a letter to a television network to persuade the network to keep a program on the air despite low ratings.

10.5.5 Write business letters that:

- provide clear and purposeful information and address the intended audience appropriately.
- show appropriate use of vocabulary, tone, and style that takes into account the intended audience's knowledge about and interest in the topic and the nature of the audience's relationship to the writer.
- emphasize main ideas or images.
- follow a conventional style with page formats, fonts (typeface), and spacing that contribute to the documents' readability and impact.

Example: Write a letter of support or complaint in response to service that you received at a store or restaurant. Address the letter to the manager, including a clear account of the incident and requesting that he or she take appropriate action in response.

10.5.6 Write technical documents, such as a manual on rules of behavior for conflict resolution, procedures for conducting a meeting, or minutes of a meeting that:

- report information and express ideas logically and correctly.
- offer detailed and accurate specifications.
- include scenarios, definitions, and examples to aid comprehension.
- anticipate readers' problems, mistakes, and misunderstandings.

Example: Take notes while watching or listening to a physical therapist give instructions on the proper way to lift, carry, or move large objects. Incorporate these notes into a safety manual to be used in the classroom or in a job setting.

10.5.7 Use varied and expanded vocabulary, appropriate for specific forms and topics.

Example: Write a sentence for use in a formal letter of complaint: *The thermostat is dangerously defective as it fails to maintain a safe temperature, and I am seeking a replacement or full refund.*

10.5.8 Write for different purposes and audiences, adjusting tone, style, and voice as appropriate.



Research Application

10.5.9 Write or deliver a research report that has been developed using a systematic research process (defines the topic, gathers information, determines credibility, reports findings) and that:

- uses information from a variety of sources (books, technology, multimedia), distinguishes between primary and secondary documents, and documents sources independently by using a consistent format for citations.
- synthesizes information gathered from a variety of sources, including technology and one's own research, and evaluates information for its relevance to the research questions.
- demonstrates that information that has been gathered has been summarized, that the topic has been refined through this process, and that conclusions have been drawn from synthesizing information.
- demonstrates that sources have been evaluated for accuracy, bias, and credibility.
- organizes information by classifying, categorizing, and sequencing, and demonstrates the distinction between one's own ideas from the ideas of others, and includes a bibliography (Works Cited).

Example: Write a report on the Globe Theatre, gathering information from books, such as Shakespeare's Theatre by Jacqueline Morley, videos such as "Shakespeare's Globe Theatre Restored," and Web sites by using a key word search for "Shakespeare" and "Globe Theatre." Explain why the theatre was significant in the development of Shakespeare's works.

Standard 6

10

WRITING: English Language Conventions

Students write using Standard English conventions.

Grammar and Mechanics of Writing

- 10.6.1 Identify and correctly use clauses, both main and subordinate; phrases, including gerund, infinitive, and participial; and the mechanics of punctuation, such as semicolons, colons, ellipses, and hyphens.
- 10.6.2 Demonstrate an understanding of sentence construction, including parallel structure, subordination, and the proper placement of modifiers, and proper English usage, including the use of consistent verb tenses.

Manuscript Form

- 10.6.3 Produce legible work that shows accurate spelling and correct use of the conventions of punctuation and capitalization.
- 10.6.4 Apply appropriate manuscript conventions — including title page presentation, pagination, spacing, and margins — and integration of source and support material by citing sources within the text, using direct quotations, and paraphrasing.



Standard 7

LISTENING AND SPEAKING: Skills, Strategies, and Applications

Students formulate thoughtful judgments about oral communication. They deliver focused and coherent presentations of their own that convey clear and distinct perspectives and solid reasoning. Students deliver polished formal and extemporaneous presentations that combine the traditional speech strategies of narration, exposition, persuasion, and description. They use gestures, tone, and vocabulary appropriate to the audience and purpose. Students use the same Standard English conventions for oral speech that they use in their writing.

Comprehension

- 10.7.1 Summarize a speaker's purpose and point of view and ask questions concerning the speaker's content, delivery, and attitude toward the subject.

Organization and Delivery of Oral Communication

- 10.7.2 Choose appropriate techniques for developing the introduction and conclusion in a speech, including the use of literary quotations, anecdotes (stories about a specific event), or references to authoritative sources.
- 10.7.3 Recognize and use elements of classical speech forms (including the introduction, first and second transitions, body, and conclusion) in formulating rational arguments and applying the art of persuasion and debate.
- 10.7.4 Use props, visual aids, graphs, and electronic media to enhance the appeal and accuracy of presentations.
- 10.7.5 Produce concise notes for extemporaneous speeches (speeches delivered without a planned script).
- 10.7.6 Analyze the occasion and the interests of the audience and choose effective verbal and nonverbal techniques (including voice, gestures, and eye contact) for presentations.

Analysis and Evaluation of Oral and Media Communications

- 10.7.7 Make judgments about the ideas under discussion and support those judgments with convincing evidence.
- 10.7.8 Compare and contrast the ways in which media genres (including televised news, news magazines, documentaries, and online information) cover the same event.
- 10.7.9 Analyze historically significant speeches (such as Franklin Delano Roosevelt's "Day of Infamy" speech) to find the rhetorical devices and features that make them memorable.
- 10.7.10 Assess how language and delivery affect the mood and tone of the oral communication and make an impact on the audience.
- 10.7.11 Evaluate the clarity, quality, effectiveness, and general coherence of a speaker's important points, arguments, evidence, organization of ideas, delivery, choice of words, and use of language.
- 10.7.12 Analyze the types of arguments used by the speaker, including argument by causation, analogy (comparison), authority, emotion, and logic.



- 10.7.13 Identify the artistic effects of a media presentation and evaluate the techniques used to create them (for example, compare Shakespeare's *Henry V* with Kenneth Branagh's 1990 film version).

Speaking Applications

- 10.7.14 Deliver narrative presentations that:
- narrate a sequence of events and communicate their significance to the audience.
 - locate scenes and incidents in specific places.
 - describe with specific details the sights, sounds, and smells of a scene and the specific actions, movements, gestures, and feelings of characters.
 - time the presentation of actions to accommodate time or mood changes.
- 10.7.15 Deliver expository (informational) presentations that:
- provide evidence in support of a thesis and related claims, including information on all relevant perspectives.
 - convey information and ideas from primary and secondary sources accurately and coherently.
 - make distinctions between the relative value and significance of specific data, facts, and ideas.
 - include visual aids by employing appropriate technology to organize and display information on charts, maps, and graphs.
 - anticipate and address the listeners' potential misunderstandings, biases, and expectations.
 - use technical terms and notations correctly.
- 10.7.16 Apply appropriate interviewing techniques:
- prepare and ask relevant questions.
 - make notes of responses.
 - use language that conveys maturity, sensitivity, and respect.
 - respond correctly and effectively to questions.
 - demonstrate knowledge of the subject or organization.
 - compile and report responses.
 - evaluate the effectiveness of the interview.
- 10.7.17 Deliver oral responses to literature that:
- advance a judgment demonstrating a comprehensive understanding of the significant ideas of works or passages.
 - support important ideas and viewpoints through accurate and detailed references to the text and to other works.
 - demonstrate awareness of the author's writing style and an appreciation of the effects created.
 - identify and assess the impact of ambiguities, nuances, and complexities within the text.
- 10.7.18 Deliver persuasive arguments (including evaluation and analysis of problems and solutions and causes and effects) that:
- structure ideas and arguments in a coherent, logical fashion using inductive or deductive arguments.
 - contain speech devices that support assertions (such as by appeal to logic through reasoning; by appeal to emotion or ethical belief; or by use of personal anecdote, case study, or analogy).
 - clarify and defend positions with precise and relevant evidence, including facts, expert opinions, quotations, expressions of commonly accepted beliefs, and logical reasoning.
 - anticipate and address the listeners' concerns and counterarguments.
- 10.7.19 Deliver descriptive presentations that:
- establish a clear point of view on the subject of the presentation.
 - establish the relationship with the subject of the presentation (whether the presentation is made as an uninvolved observer or by someone who is personally involved).
 - contain effective, factual descriptions of appearance, concrete images, shifting perspectives, and sensory details.